**7th Grade Common Core Pacing Guide Draft**

Text selections are examples and suggestions. Individual teachers and schools will make adjustments with relevant selections based on cross-curricular needs and available resources.

Further enrichment resources will be added after all the units.

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| **Unit of Study 1** | **7th Grade** | **Approximate Time Frame: \_\_6\_\_ Weeks** | | | **Created 2011-2012** |
| **Focus: Character vs. Character** | | | | | |
| **Essential Questions:**   * What makes characters in historical fiction believable? * How do our decisions reveal our character? | | | | | |
| **Standard(s):**  **Reading Literary Text: (7.9)**   * Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.   **Reading Informational Text: (7.1)**   * Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   **Writing: (7.3, 7.9)**   * Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   **Speaking & Listening: (7.1)**   * Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   **Language: (7.4, 7.1)**   * Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. * Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | |
| **Language Arts Content Objectives** | | | **Vocabulary** | **Teacher’s Resources and Notes** | |
| **I Can:**  **Reading Literary Test:**   * I can explain the similarities and differences between historic and fictional accounts * I can explain how historical events, settings, or characters are represented in fictional accounts   **Reading Informational Text**   * I can analyze how details and evidence within the text supports what the author states directly and what he/she implies.   **Writing:**   * I can write a logical, detailed narrative about real or imagined events or experiences. * I can hook the reader by introducing ideas, point of view, a narrator and/or characters. * I can organize events in a natural, logical order. * I can write a narrative using techniques such as: dialogue, timing, and description. * I can use transition words and phrases to show order of events or changes in setting. * I can use precise words, relevant description, and sensory details to reveal the action and experiences of the story * I can conclude my story by reflecting on experiences or events. * I can read literary or informational texts to find specific facts, examples, or details that support my own ideas and analysis   **Speaking and Listening:**   * I can communicate and respond to ideas about a variety of topics during discussions. * I can bring materials that I have read and researched to discussions * I can share supporting evidence from my research during discussions. * I can follow group rules to meet specific goals during a discussion.   **Language:**   * I can use a variety of strategies to determine what a word or phrase means. * I can determine the meaning of a word through context clues or by the way it is used in a sentence * I can use reference materials to find the pronunciation and meaning of unfamiliar words. | | | * Fiction * Nonfiction * Historical * Compare * Contrast * Characters * Setting * Analyze * Evidence * Inference * Sequence * Resolution * Pace * Dialogue * Reference * Thesauruses * Glossary * Dictionary * Paragraph * Noun * pronoun * Verb * Interrogative * Subject * Demonstrative * Imperative * Punctuation | * Show how authors of fiction use or alter history. * Compare and contrast a fictional portrayal of time, place, or characters to a historical account of the same period. * Explain how to analyze a text using explicit textual evidence and inferences. * Model and explain elements of a narrative structure: setting, point of view, narrator, characters, sequence of events, pacing, and resolutions. * Model and explain elements of narrative writing: transitions, precise language, dialogue, and sensory details. * Model how to use evidence and ideas from both fiction and nonfiction texts in writing. * Establish participants' roles and responsibilities as they apply to various discussion groups. * Provide opportunities for students to prepare for and participate in discussion groups. * Model various strategies to determine the intended meanings of words using context clues, syntax, and reference materials. | |
| **Textbook/** | | | **Technology** | | |
| *Elements of Literature*, Holt, 2006 [Yellow text]  *Prentice Hall Literature,* 2000 [Purple text]  “Rikki Tikki Tavi,” Rudyard Kipling  “Diary of Anne Frank” drama (8th grade textbook)  “Amigo Brothers,” Piri Thomas  “Characterization,” El of Lit – pg 128-129  “Mother and Daughter” (at grade level) pg 136 ff.  (Rita has the adjunct materials to add)  “The Smallest Dragon Boy,” Anne McAffrey  “After Twenty Years,” O Henry  “Hearts and Hands,” O Henry  “The Sneetches,” Dr. Seuss  “Echo and Narcissus”  “The Cremation of Sam McGee” Robert Service  “The Bargain”  “Becoming Word Wise,” Kylene Beers  “The Sword in the Stone”  *Holt Handbook of Grammar:*  Chapter 2: pg 24-32, 45-52  Chapter \_\_\_, pg 175-178  Chapter 1: pg 4, 18-20  Chapter 14: pg 290 (End Mark punctuation) | | | Audio Books  Kindle books: Call of the Wild | | |
| **Writing (RAFT)** | | | | | |
| Role: Character Audience: Fairy Tale Creatures Format: Poem Topic: War | | | | | |
| **Literature** | | | | | |
| * Island of the Blue Dolphin, O’Dell (AR level 5.4) * *Titanic Cat*, Marty Crisp * *The Boy on Fairfield Street: How Ted Geisel Grew Up to be Dr. Seuss,* Kathleen Krul(level 5.7) quick read * *One Thousand Tracings: Healing the Wounds of WWII*, by Lita Judge as nonfiction connection- picture book (AR level 3.4) * Call of the Wild, Jack London (AR level 8.) * The Cay, Theodore Taylor (AR level 5.3) * The Blue Sword, Robin McKinley * Dealing With Dragons, Patricia Wrede * Dragondrums, Anne McCaffrey * Enchantress from the Stars, Sylvia Louise Engdahl * The Gift, Peter Dickinson * The Hero and the Crown, Robin McKinley * The High King, Lloyd Alexander * The Martian Way, Isaac Asimov * The Princess Bride, Wm. Goldman * The Trumpeter of Krakow, Eric P. Kelly * A Walk in the Wolf Wood, Mary Stewart | | | | | |
| **Assessment** | | | | | |
| Unit of Study 1 Formative Assessment.  Possible Daily/Weekly Formative Assessments: Exit Slips, Observation, Daily Work, Homework, Basal Assessments, Accelerated Reader | | | | | |

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| **Unit of Study 2** | **7th Grade** | **Approximate Time Frame: \_6\_\_ Weeks** | | | | **Created 2011-2012** |
| **Focus: Perseverance** | | | | | | |
| **Essential Questions:**   * How do characters, real and fictional, use words and actions to demonstrate perseverance? * Why do some people persevere and others give up? | | | | | | |
| **Standard(s):**  **Reading Literary Text: (7.3)**   * Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).   **Reading Informational Text: (7.2, 7.6)**   * Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. * Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.   **Writing: (7.7, 7.8)**   * Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. * Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation   **Speaking & Listening: (7.1)**   * Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views   **Language: (7.4, 7.1)**   * Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). * Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | | |
| **Language Arts Content Objectives** | | | **Vocabulary** | **Teacher’s Resources and Notes** | | |
| **I Can:**   * I can explain how elements of a story work together. * I can find more than one central idea in a text. * I can explain how central ideas develop throughout the text. * I can summarize a text. * I can identify words, sentences or phrases that reveal an author's position on a subject. * I can explain how the author's point of view differs from others' perspectives * I can research several different resources to answer an assigned question * I can come up with additional questions related to the original research to further my investigation * I can search specific terms to gather relevant information from many print and digital sources * I can determine if a source is believable and uses correct information. * I can quote and paraphrase information from sources without plagiarizing others' words and ideas. * I can correctly cite my sources in the text or at the end of my paper. * I can communicate and respond to ideas about a variety of topics during discussions. * I can ask questions and make comments about the topic that encourage others to respond during discussions. * I can consider other points of view during discussions that may broaden my own understanding. * I can use a variety of strategies to determine what a word or phrase means. * I can determine the meaning of a word through my knowledge of Greek or Latin word parts * I can guess at the meaning of a word and then double check to see if I am right by using a dictionary. | | | * Plot * Character * Setting * Story Elements * Summary * Point of View * Perseverance * Root Word * Suffix * Prefix * Authors Purpose * Inform * Entertain * Plagiarizing * Source * Perspective * Adjective * Adverb * Conjunction * Compound sentence | | * Analyze the interaction of story elements such as setting, characters, and plot. * Explain and analyze how multiple central ideas are developed in a text * Model how to correctly summarize text. * Model how to determine an author’s point of view or purpose. * Identify the central ideas of a text. * Discuss how an author sets up his unique position and distinguishes it from other common theories or ideas. * Model how to use several research sources to answer questions and how to generate more questions for further investigation. * Model effective search strategies to gather relevant information from print and digital sources. Demonstrate how to determine credibility and accuracy of sources. Model how to quote, paraphrase, and cite information correctly * Establish participants' roles and responsibilities as they apply to various discussion groups. Provide opportunities for students to prepare for and participate in discussion groups. * Model various strategies to determine the intended meanings of words, using context clues, syntax, Greek or Latin word parts, reference materials, and inferred meanings of words * Prefixes: bi-, extra-, fore-, il-, im-, mis-, post-, pre-, re-, un-; Suffixes: -able, -ible, -ate, -er, -or, -ful, -ist, less, -ly, -ment, -tion | |
| **Textbook/** | | | **Technology** | | | |
| *Elements of Literature*, Holt, 2006  *Prentice Hall Literature,* 2000  3 Skeleton Key  Amigo Brothers  The Highwayman  *October Sky*, Homer Hickam Jr. (level 5.9)  “The Rice Sandwich,” Sandra Cisneros from *House on Mango Street*  “Father William,” Lewis Carrol  “Sarah Cynthia Sylvia Stout,” Shel Silverstein  “A Day’s Wait,” Ernest Hemingway  “Long Walk to Freedom,” from *A Long Walk to Freedom*, Nelson Mandela  “Bring Back Nelson Mandela,” from *Sarafina*  *Holt Handbook of Grammar:*  Chapter 2: pg 34-37  Chapter 3: pg 54-56, 62  Chapter 7: pg 130-131  Chapter 14: pg 294, 306, 310-312 | | | October Sky movie | | | |
| **Writing (RAFT)** | | | | | | |
| Role: Juror Audience: Jury Format: Speech Topic: Guilty/Not Guilty | | | | | | |
| **Literature** | | | | | | |
| * Where the Lilies Bloom, Vera and Bill Cleaver * Treasure Island, Robert Stevenson * Miracle Worker * Upon the Head of the Goat, Aranka Siegal * The Twenty-one Balloons, William P’ene Du Bois * Sing Down the Moon, Scott O’Dell * Red Cap, G. Clifton Wisler * Profiles in Courage, John F. Kennedy * Phineas Gage: A Gruesome, but True Story about Brain Science, John Fleischman * The Other Side of the Mountain, Evans G. Valens * October Sky, Homer Hickam, Jr. * Making It Home: Real-Life Stories from Children Forced to Flee, Beverley Naidoo * Journey Outside, Mary Q. Steele * I Am Rosemarie, Marietta D. Moskin * Guadalcanal Diary, Richard William Tregaskis * The Great Fire, Jim Murphy * Geronimo: His Own Story, Geronimo & Eds. S.M. Barrett and F.W. Turner III * Freak, the Mighty, W. Rodman Philbrick * Cases of Sherlock Holmes, Arthur Conan Doyle * Captains Courageous, Rudyard Kipling * Call of the Wild, Jack London * Black Pearl, The, Scott O’Dell * Among the Hidden, Margaret Haddix Peterson | | | | | | |
| **Assessment** | | | | | | |
| Unit of Study 2 Formative Assessment.  Possible Daily/Weekly Formative Assessments: Exit Slips, Observation, Daily Work, Homework, Basal Assessments, Accelerated Reader | | | | | | |

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| **Unit of Study 3** | **7th Grade** | **Approximate Time Frame: \_\_8\_\_ Weeks** | | | | **Created 2011-2012** |
| **Focus: Determination in Life and Literature** | | | | | | |
| **Essential Questions:**   * How does real-world determination inform the depiction of determined literary characters? * How does an individual’s courage and determination affect others? | | | | | | |
| **Standard(s):**  **Reading Literary Text: (7.4, 7.7)**   * Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. * Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).   **Reading Informational Text: (7.3, 7.9)**   * Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). * Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.   **Writing: (7.2)**   * Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Establish and maintain a formal style. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.   **Speaking & Listening: (7.2)**   * Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.   **Language: (7.6, 7.1)**   * Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. * Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | | |
| **Language Arts Content Objectives** | | | **Vocabulary** | **Teacher’s Resources and Notes** | | |
| **I Can:**   * I can explain how the structure of a drama or poem helps me understand its meaning. * I can compare and contrast the written version of a story, drama, or poem to its multimedia or stage production. * I can identify the unique production techniques of stage, film, and multimedia. * I can analyze how the effects of production techniques influence the meaning of the work. * I can explain and discuss how individuals, events, and ideas interact with each other in a text. * I can compare how two authors write about the same topic by using different facts or by interpreting those facts differently. * I can use writing to inform or explain a topic * I can use headings, charts, tables, etc. to add clarification to my paper. * I can write a formal paper. * I can write a conclusion that supports the information presented in my paper. * I can develop and organize clear and understandable writing which is appropriate for a specific task, purpose, and audience * I can write to a specific audience/purpose * I can develop and strengthen my writing by planning, revising, editing, and rewriting. * I can identify the main ideas and supporting details in formats where information is presented visually, orally, or in numbers. * I can explain how the ideas presented in different formats or media clarify a topic or issue. * I can explain what general academic words are and use them in my writing. | | | * Actor/Actress * Antagonist * Articulation. * Blocking * Concentration * Center stage. * Character * Characterization * Climax * Cold reading * Collaboration * Comedy * Conflict * Context. * Costume * Creative drama * Crisis Critique Cue * Denouement * Design * Dialogue. * Diction * Directing * Director. * Downstage * Dramatic play”. * Dramatic structure. * Exposition * Farce * Formal theatre * Genre * Gesture * Greek theatre * Informal theatre * Mime * Monologue * Motivation * Musical theatre * Objective * Pacing * Pantomime. * Pitch * Play * Playwright * Position * Props (properties) * Rising action * Run-through * Script * Sense memory. * Stage T * Stage crew * Stage direction * Stage manager. * Stage left * Stage right * Stock characters * Theatre of the absurd * Theatrical conventions * Theatrical experiences * Theatre games. * Tragedy * Vocal quality. * Volume * [Pathetic Fallacy](http://www.tnellen.com/cybereng/lit_terms/pathfall.html) * [Periphrasis](http://www.tnellen.com/cybereng/lit_terms/periphrasis.html) * [Periodic Structure](http://www.tnellen.com/cybereng/lit_terms/periodic.html) * [Personification](http://www.tnellen.com/cybereng/lit_terms/personification.html) * [Point of View](http://www.learner.org/interactives/literature/read/pov1.html) * [Plot](http://www.tnellen.com/cybereng/lit_terms/conflict.html) * [Prologue](http://www.tnellen.com/cybereng/lit_terms/prologue.html) * [Puns](http://www.tnellen.com/cybereng/lit_terms/puns.html) * [Rhyme Scheme](http://www.tnellen.com/cybereng/lit_terms/rhyme_scheme.html) * [Rhythm &Rhyme](http://www.tnellen.com/cybereng/lit_terms/rhyme.html) * [Satire](http://www.tnellen.com/cybereng/lit_terms/satire.html) * [Setting](http://www.tnellen.com/cybereng/lit_terms/setting.html) * [Simile](http://www.tnellen.com/cybereng/lit_terms/simile.html) * [Spoonerism](http://www.tnellen.com/cybereng/lit_terms/spoonerism.html) * [Stanza](http://www.tnellen.com/cybereng/lit_terms/stanza.html) * [Symbol](http://www.tnellen.com/cybereng/lit_terms/symbol.html) * [Syntax](http://www.tnellen.com/cybereng/lit_terms/syntax.html) * [Theme](http://www.tnellen.com/cybereng/lit_terms/theme.html) * [Tone](http://www.tnellen.com/cybereng/lit_terms/tone.html) * [Tragedy](http://www.tnellen.com/cybereng/lit_terms/tragedy.html) * [Verse](http://www.tnellen.com/cybereng/lit_terms/verse.html) * Hyperbole * Personification, * Paradox * Symbol * Assonance * Onomatopoeia * Apostrophe * Imagery * Metonymy * Understatement * Alliterations * Metaphor * Preposition * Interjection * complement | | * Model how to analyze the structure of a drama or poem, such as a soliloquy or sonnet, and how it contributes to the meaning. * Compare and contrast multiple mediums of the same text. * Explain production techniques (such as lighting, sound, color, or camera focus and angles) and how they effect the meaning of the work. * Analyze and model how individuals, events, and ideas interact with each other in a text. * Model how to compare multiple texts on the same topic that use different evidence or interpretation of facts. * Explain and model the elements of informative/explanatory writing to examine and convey ideas, concepts, and information: thesis, organizational strategies (see a.), formatting, relevant textual supports, transitions, domain-specific vocabulary, formal tone, and concluding paragraph * Model clarity and cohesion of writing for a specific task, purpose, and audience. Teach students a variety of techniques for development, organization, and style. * Model and explain how to strengthen writing by using the writing process: planning, revising, editing, and rewriting with a focus on purpose and audience * Find main ideas and supporting details in visual, oral, and numerical formats. Explain how presenting information in various formats can clarify a topic or issue. * Teach strategies and introduce resources to help students build grade-level vocabulary. | |
| **Textbook/** | | | **Technology** | | | |
| *Elements of Literature*, Holt, 2006  *Prentice Hall Literature,* 2000  “A Christmas Carol,” Charles Dickens  “Diary of Anne Frank,”  “The Highwayman”  “Mason Dixon Memory”  Excerpt from “Barrio Boy”  “Chancles” from  *House on Mango Street*, Sandra Cisneros (8th grade textbook)  “Song of the Trees,” Mildred Taylor  “The Unforgettable Journey,”  *Holt Handbook of Grammar:*  Chapter 3, pg 58-62  Chapter 4, pg 72-81 | | |  | | | |
| **Writing (RAFT)** | | | | | | |
| Role: Teen Audience: Peers Format: Song Lyrics Topic: 7th Grade | | | | | | |
| **Literature** | | | | | | |
| * Arm of the Starfish, The, Madeleine L’Engle * Devil’s Arithmetic * Summer of My German Soldier * Daniel’s Story * Boy Who Dared, The, Susan Campbell Bartoletti * Nothing But the Truth, Avi * Death Be Not Proud, John Gunther * Diary of Anne Frank, The, Anne Frank * Dr. Jekyll and Mr. Hyde & Other Stories, Robert L. Stevenson AR 7.3 * Escape From Warsaw (Silver Sword, The), Ian Serraillier * Great Expectations, Charles Dickens (rewritten by Rita Booth) * Lyddie, Katherine Paterson * Red Kayak, Priscilla Cummings * Number the Stars, Lois Lowry AR 4.5 * Skin I'm In, The, Sharon G. Flake * Story of My Life, The, Helen Keller * To Be a Slave, Julius Lester * West With the Night, Beryl Markham * Hunger Games, The, Suzanne Collins AR 5.3 * Let the Circle Be Unbroken, Mildred D. Taylor * Navajo Code Talkers, Nathan Aaseng | | | | | | |
| **Assessment** | | | | | | |
| Unit of Study 3 Formative Assessment.  Possible Daily/Weekly Formative Assessments: Exit Slips, Observation, Daily Work, Homework, Basal Assessments, Accelerated Reader | | | | | | |

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| **Unit of Study 4** | **7th Grade** | **Approximate Time Frame: \_\_4\_\_ Weeks** | | | **Created 2011-2012** |
| **Focus: Survival in the Wild** | | | | | |
| **Essential Questions:**   * What similarities and differences exist among characters that survive in the wilderness? * How do we survive in spite of adverse circumstances? | | | | | |
| **Standard(s):**  **Reading Literary Text: (7.2)**   * Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.   **Reading Informational Text: (7.4, 7.5)**   * Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. * Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.   **Writing: (7.1)**   * Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.   **Speaking & Listening: (7.4)**   * Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation   **Language: (7.5, 7.1)**   * Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. * Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. * Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words * Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic) * Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | |
| **Language Arts Content Objectives** | | | **Vocabulary** | **Teacher’s Resources and Notes** | |
| **I Can:**   * I can identify the theme(s) in a text. * I can explain how the theme of a text is developed. * I can summarize a text. * I can identify examples of figurative language in a text. * I can identify different meanings associated with words in a text. * I can define technical vocabulary in a text. * I can analyze the author’s word choice and tone. * I can explain how an author organizes a text to develop ideas. * I can point out major sections of the text and explain how they contribute to the entire text. * I can write a claim and support it with reasons and evidence. * I can write a claim(s) and recognize opposing views to my claim. * I can give a presentation that makes claims using supportive facts, details, and examples * I can give a presentation where I use eye contact and a clear, loud voice. * I can identify examples of figurative language. * I can recognize word relationships by comparing them to similar or opposite meaning words. * I can recognize the slight differences in word meanings based on how they are used. * I can explain the difference between the literal meaning of a word and the positive or negative meaning associated with it. * I can identify the subtle use of literary, biblical, and mythological references. | | | * Theme * Analyze * Figurative Language * Tone * Facts * Details * Evidence * Facts * Synonyms * Antonyms * Analogies * Denotations * Connotations * Biblical * Mythological * Literal * The Individual in Nature * The Individual in Society * Pressure * Frightened. * An individual's Relation to the gods. * Human Relations * Sacrifices. * Growth and Initiation * Hinder * Crisis * Identity * Time * Death * Alienation | * Model how to identify and analyze a theme or central idea of a text. * Model how to correctly summarize a text. * Model how to determine word meanings by using figurative and connotative language, technical vocabulary, word choice, and tone. * Identify the organization of a text and how major sections develop ideas. * Explain and model the elements of argument: claims, counterclaims, reasons that support claims, and relevant evidence that sustains reasons. * Model appropriate formal style and organization to create cohesion and clarify relationships between claims, reasons, and evidence. * Demonstrate how to present a well-delivered speech that includes claims supported by pertinent descriptions, facts, details, and examples. * Focus on the following examples of figurative language, word relationships, and subtleties in word meanings: allusions, synonyms/antonyms, analogies, connotations and denotations | |
| **Textbook/** | | | **Technology** | | |
| *Elements of Literature*, Holt, 2006  *Prentice Hall Literature,* 2000  “Zoo”  “Three Skeleton Key”  “Monsters Are Due on Maple Street”  “Cremation of Sam McGee,” Robert Service  “Fish Cheeks,” Amy Tan  “Mason Dixon Memory”  “I’m Nobody,” Emily Dickinson  “I Am of the Earth,”  “Early Song”  *Holt Handbook of Grammar:*  Chapter 7, pg 135-137  Chapter 5, pg 88-106 | | | Ebook of *White Fang* , Jack London AR 7.4 | | |
| **Writing (RAFT)** | | | | | |
| Role: Scientist Audience: Activists Format: Speech Topic: Genetics | | | | | |
| **Literature** | | | | | |
| * Year of Impossible Goodbyes, Sook Nyul Choi * Roll of Thunder Hear My Cry, Mildred Taylor (AR 5.72**)** * White Fang, Jack London * Twisted Window, The, Lois Duncan * Sniper, Theodore Taylor * On the Beach, Nevil Shute * Night to Remember, A, Walter Lord * The Giver, Lois Lowrey AR 5.7 * Mysterious Island, The, Jules Verne * Julie of the Wolves, Jean Craighead George * Indian Captive, Lois Lenski * Canyons, Gary Paulsen | | | | | |
| **Assessment** | | | | | |
| Unit of Study 4 Formative Assessment.  Possible Daily/Weekly Formative Assessments: Exit Slips, Observation, Daily Work, Homework, Basal Assessments, Accelerated Reader | | | | | |

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| **Unit of Study 5** | **7th Grade** | **Approximate Time Frame: \_4\_\_\_ Weeks** | | | **Created 2011-2012** |
| **Focus: Science or Fiction** | | | | | |
| **Essential Questions:**   * How do authors make science fiction believable? * What is the relationship between imagination and discovery? | | | | | |
| **Standard(s):**  **Reading Literary Text: (7.1)**   * Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   **Reading Informational Text: (7.8)**   * Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.   **Writing: (7.2, 7.6)**   * Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content * Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.   **Speaking & Listening: (7.5)**   * Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize silent points.   **Language: (7.1)**   * Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | | | | |
| **Language Arts Content Objectives** | | | **Vocabulary** | **Teacher’s Resources and Notes** | |
| **I Can:**   * I can analyze how details and evidence within the text supports what the author states directly and what he/she implies. * I can outline specific claims and link them to an argument * I can evaluate whether or not the reasons support the claims in the argument. * I can determine whether or not there is enough relevant evidence to support the argument. * I can use writing to inform or explain a topic. * I can use appropriate transitions to show connections between ideas and concepts. * I can use technology to create and publish my writing * I can use technology to find information and link it to my writing. * I can use technology to find information and cite it in my writing. * I can give a presentation using multimedia and visual displays to explain my claims and clearly make my points. * I can identify the differences among simple, compound, complex, and compound/ complex sentences. * I can explain how different sentence types clarify ideas. * I can use phrases and clauses correctly in sentences. * I can identify misplaced and dangling modifiers and correct them. | | | * Dangling Modifier * Compound Sentence * Complex Sentence * Clauses * Inference * Informative * Explanatory * Inference * Fiction * Science Fiction * Nonfiction * Textual Evidence * Explicit | * Identify textual evidence that explicitly and inferentially supports the ideas presented in the story. * Demonstrate how to trace and evaluate claims in an argument. * Identify sound reasoning and sufficient evidence in an argument. * Explain and model the elements of informative/explanatory writing to examine and convey ideas, concepts, and information: thesis, organizational strategies (see a.), formatting, relevant textual supports, transitions, domain-specific vocabulary, formal tone, and concluding paragraph * Assist students in using technology to produce and publish writing, emphasizing linking to and citing researched information. * Demonstrate how to use multimedia components and visual displays to clarify and enhance claims and important points in a presentation. * Demonstrate the elements of standard English grammar and usage to improve students' writing and speaking. | |
| **Textbook/** | | | **Technology** | | |
| *Elements of Literature*, Holt, 2006  *Prentice Hall Literature,* 2000  “Zoo”  “The Ruum”  “Duffy’s Jacket”  “Here Be Dragons”  “Merlin and the Dragons,” Jane Yolen  *Holt Handbook of Grammar:*  Chapter 6: pg 112-120  Chapter 15, pg 320-322, 330-337 | | |  | | |
| **Writing (RAFT)** | | | | | |
| Role: Audience: Format: Topic: | | | | | |
| **Literature** | | | | | |
| * Alas, Babylon, Pat Frank * Among the Hidden, Margaret Haddix Peterson * Ancient One, The, T.A. Barron * Anthem, Ayn Rand * Dragonflight, Anne McCaffrey * Fly By Night * Wrinkle in Time, Madeline L’Engle * I, Robot, Isaac Asimov * Hitchhikers Guide To the Galaxy * The Egypt Game, Zilpha Snyder AR 6.4 * First Men in the Moon, H.G. Wells * From the Earth to the Moon, Jules Verne * Golden Fleece and the Heroes Who Lived Before Achilles, Padraic Colum and Willy Pogany * The Hobbit, J.R.R. Tolkein * House of the Scorpion, The, Nancy Farmer * Journey to the Center of the Earth, A, Jules Verne * Lion, Witch, and the Wardrobe, C. S. Lewis * The Westing Game, Zilpha Snyder | | | | | |
| **Assessment** | | | | | |
| Unit of Study 5 Formative Assessment.  Possible Daily/Weekly Formative Assessments: Exit Slips, Observation, Daily Work, Homework, Basal Assessments. Accelerated Reader | | | | | |

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| **Unit of Study 6** | **7th Grade** | **Approximate Time Frame: \_\_6\_\_ Weeks** | | | **Created 2011-2012** |
| **Focus: Literature reflects life; making sense of the world** | | | | | |
| **Essential Questions:**   * Is literature always a reflection of life? * What do we create to make sense of our world? | | | | | |
| **Standard(s):**  **Reading Literary Text: (7.4, 7.6)**   * Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. * Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   **Writing: (7.1)**   * Write arguments to support claims with clear reasons and relevant evidence.   **Speaking & Listening: (7.3)**   * Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.   **Language: (7.2, 7.3, 7.1)**   * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing * Use a comma to separate coordinate adjectives * Use knowledge of language and its conventions when writing, speaking, reading, or listening. * Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. * Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | |
| **Language Arts Content Objectives** | | | **Vocabulary** | **Teacher’s Resources and Notes** | |
| **I Can:**   * I can identify the point of view of the characters or narrator(s) in a text. * I can show how the characters' points of view are different from each other. * I can identify several types of figurative language in a text. * I can identify different meanings associated with words in a text. * I can determine how rhymes and sound repetitions influence a text. * I can write a claim and support it with reasons and evidence. * I can outline specific claims and link them to a speaker's argument. * I can evaluate whether or not the speaker's reasons support the claims in the argument. * I can use correct capitalization, punctuation, and spelling in my writing. * I can correctly use a comma to separate adjectives * I can correct misspelled words in my writing. | | | * Stanza * Rhythm * Compare * Contrast * Figurative language * [Stanza](http://www.tnellen.com/cybereng/lit_terms/stanza.html) * [Symbol](http://www.tnellen.com/cybereng/lit_terms/symbol.html) * [Syntax](http://www.tnellen.com/cybereng/lit_terms/syntax.html) * [Theme](http://www.tnellen.com/cybereng/lit_terms/theme.html) * [Tone](http://www.tnellen.com/cybereng/lit_terms/tone.html) * [Tragedy](http://www.tnellen.com/cybereng/lit_terms/tragedy.html) * [Verse](http://www.tnellen.com/cybereng/lit_terms/verse.html) * Hyperbole * Personification, * Paradox * Symbol * Assonance * Onomatopoeia * Apostrophe * Imagery * Metonymy * Understatement * Alliterations * Metaphor | * Explain how to compare and contrast different points of view in a text. * Identify and explain figurative language and connotative meanings of words * Explain how rhyme and sound repetition influences a verse or stanza of a poem, story, or drama. * Explain and model the elements of argument: claims, counterclaims, reasons that support claims, and relevant evidence that sustains reasons * Model appropriate formal style and organization to create cohesion and clarify relationships between claims, reasons, and evidence. * Demonstrate how to trace and evaluate claims in an argument * Demonstrate conventions of standard English capitalization, punctuation, and spelling to improve students' writing. * Model language and its conventions, emphasizing precise word choice to eliminate wordiness and repetition. | |
| **Textbook/** | | | **Technology** | | |
| *Elements of Literature*, Holt, 2006  *Prentice Hall Literature,* 2000  “Flight of Icarus”  “Origins of the Seasons”  “Orpheus”  “Master Frog”  “The Crane Wife”  “The Village Blacksmith”  “I Have a Dream,” Martin Luther King, Jr.  “Gettysburg Address,”  “Madam and the Rent Man,” Langston Hughes  “Sarah Cynthia Sylvia Stout” Shel Silverstein  *Holt Handbook of Grammar:*  Chapter 8, pg 146-165  Chapter 9, pg 186-188 | | |  | | |
| **Writing (RAFT)** | | | | | |
| Role: Comma Audience: 7th Graders Format: Job Descriptions Topic: Use of Sentences | | | | | |
| **Literature** | | | | | |
| * Belles on Their Toes, Frank B. Gilbreth, Jr. & Ernestine Gilbreth Carey * Brian Piccolo, A Short Season, Jeannie Morris * Cheaper by the Dozen , Frank B. Gilbreth & Ernestine G. Carey * Diary of a Wimpy Kid * The Pigman, Paul Zindel * Prince and the Pauper, Samuel Clemens * Shakespeare Bats Cleanup, Rob Koertge * The Watsons Go to Birmingham - 1963, Christopher Paul Curtis AR 5.0 * The Adventures of Tom Sawyer, Samuel Clemens AR 8.1 | | | | | |
| **Assessment** | | | | | |
| Unit of Study 6 Formative Assessment.  Possible Daily/Weekly Formative Assessments: Exit Slips, Observation, Daily Work, Homework, Basal Assessments, Accelerated Reader | | | | | |